Systemic Reform and the Teacher Effectiveness Initiative (TEI)

Memphis City Schools

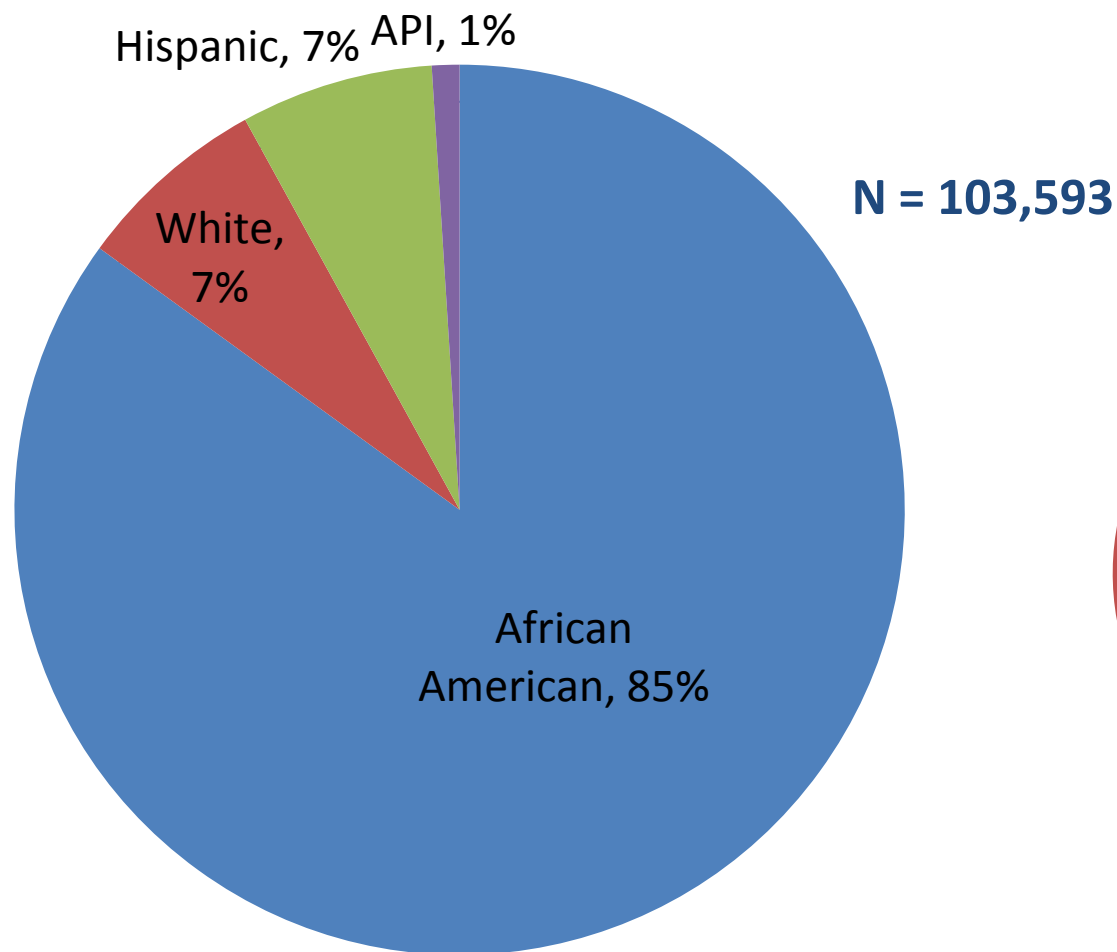## Transition Planning Commission
Thursday, November 3, 2011
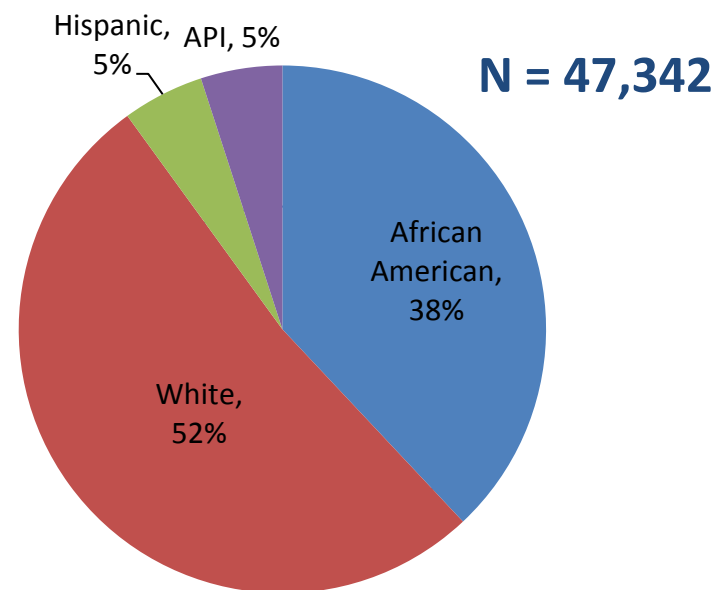
Kriner Cash, Ed.D., Superintendent
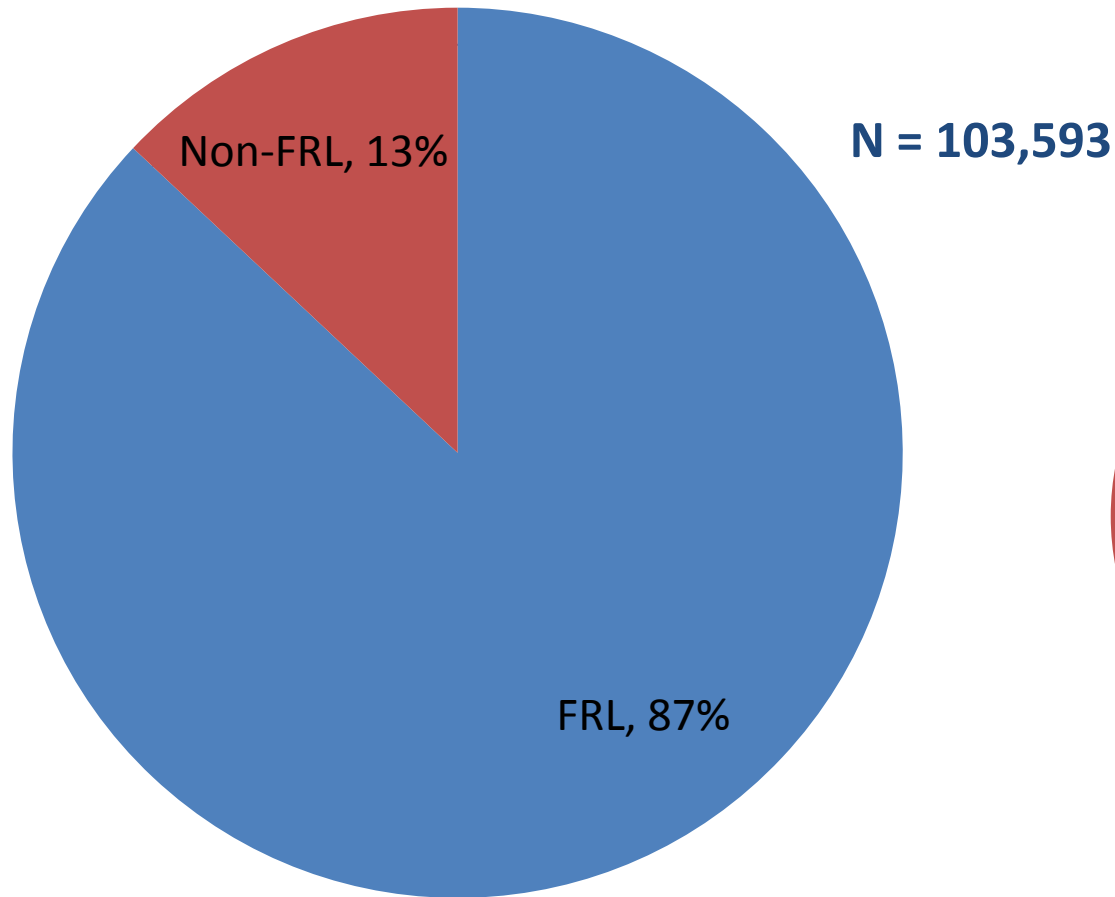Memphis City Schools

CONTEXT

Student Body Demographics

Hispanic, 7%   API, 1%

White, 7%

African American, 85%

N = 103,593

Memphis City Schools

Hispanic, 5%   API, 5%

White, 52%

African American, 38%

N = 47,342

Shelby County Schools

Free/Reduced Price Lunch Status

N = 103,593

Non-FRL, 13%

FRL, 87%

Memphis City Schools

N = 47,342

FRL, 37%

Non-FRL, 63%
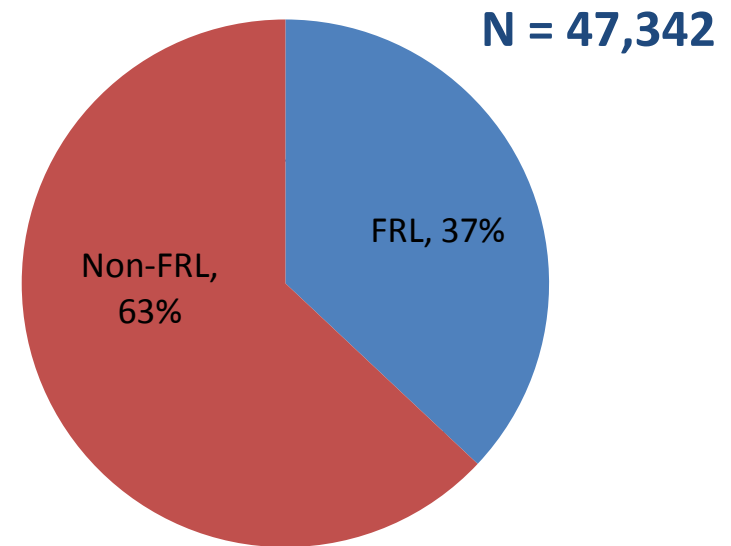
Shelby County Schools

Source: Tennessee Department of Education State Report Card for 2010

Student Body Demographics

N = 150,935

API, 3%

Hispanic, 6%

White, 22%

African American, 73%
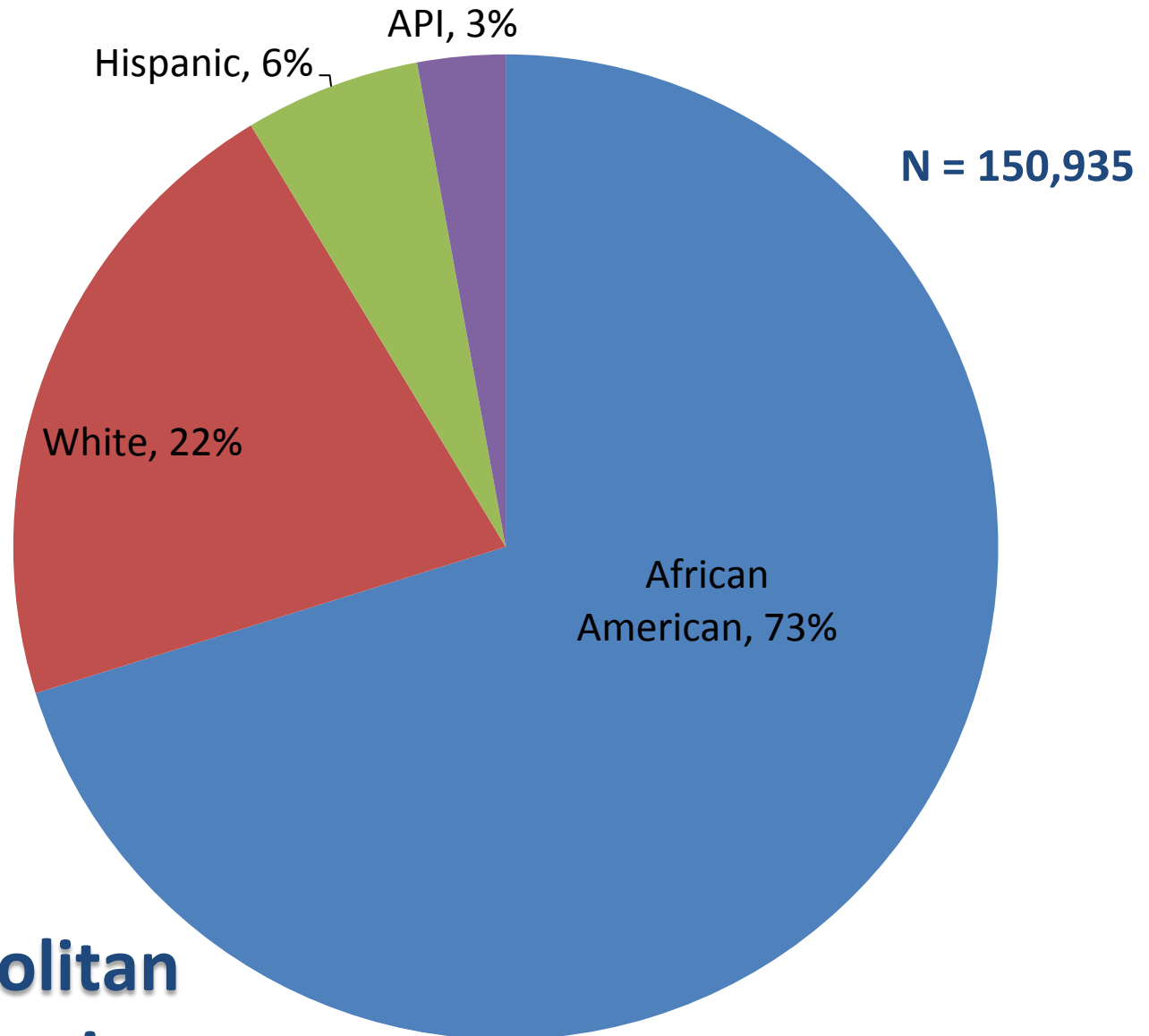
New Metropolitan Memphis District

Source: Tennessee Department of Education State Report Card for 2010

Free/Reduced Price Lunch Status

N = 150,935

Non-FRL, 29%

FRL, 71%

New Metropolitan Memphis District

The Challenge And Opportunity
The Community

Critical Challenges Facing Our Community

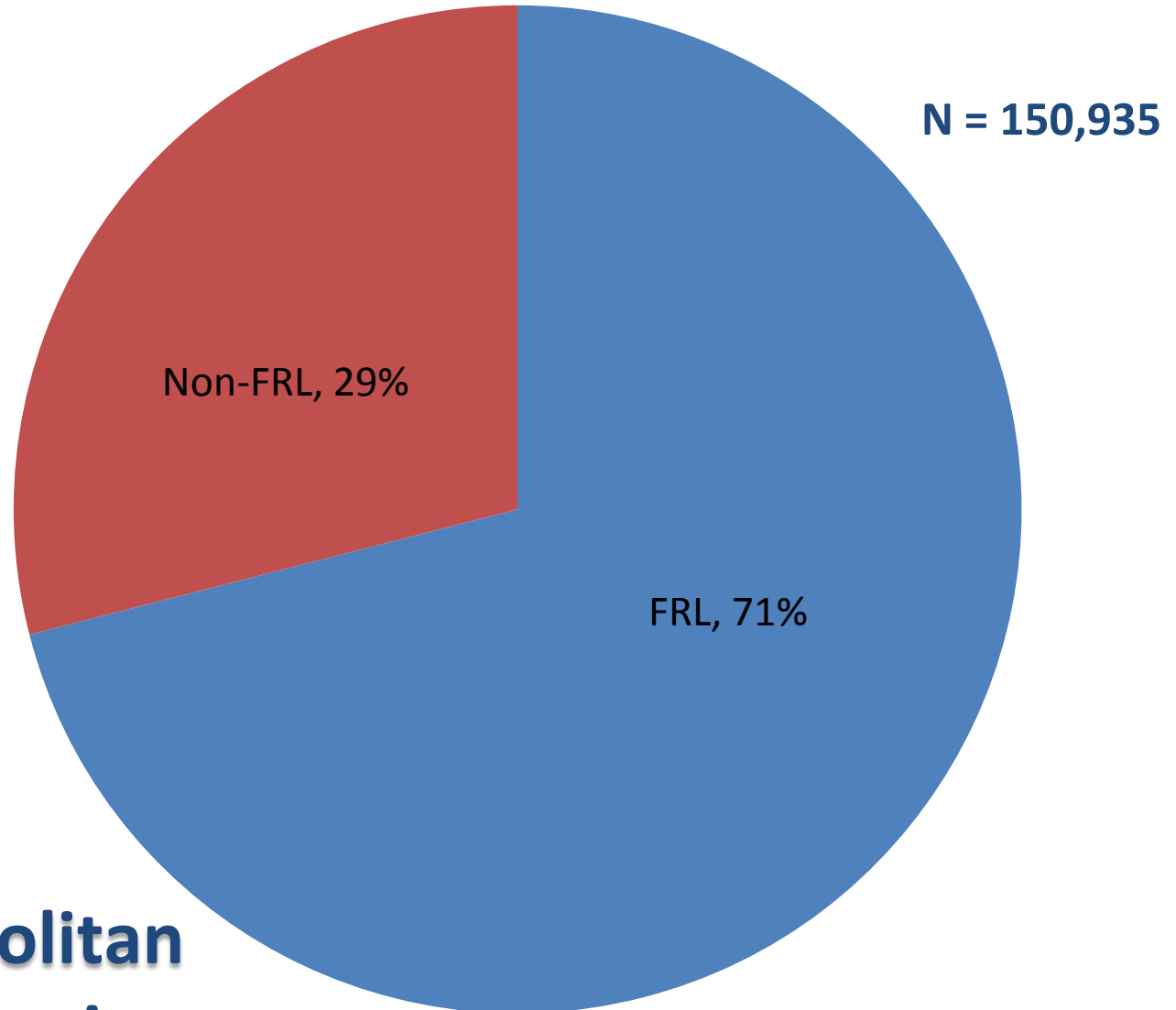- Memphis encounters the most daunting challenges facing our nation's largest urban communities

    - 2nd highest violent crime rate
    - Highest economic segregation
    - 64% single parent families (3rd highest)
    - 42% children in poverty (3rd highest)
    - 24% college-attainment rate is in lowest quartile

If we lower the poverty rate from 18% to 17%...

...The Memphis Opportunity Dividend = $109MM annually

If we just move the college attainment rate from 24% to 25%...

... The Memphis Talent Dividend = $1B annually

ANALYSIS

Fault Lines

↑ Pre-K Literacy

↑ Student Health

↑ School Safety

↑ Teacher Effectiveness

↑ College Readiness

↓ Over Age for Grade

↓ Student Mobility

↓ In/Out Migration
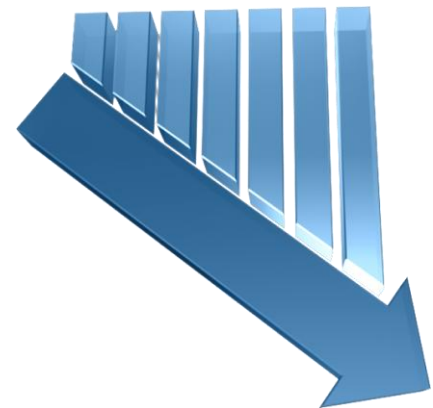
The Challenge And Opportunity
Why Teacher Effectiveness Matters

Elementary School
(Rank #1)

Elementary School
(Rank #82)

Individual Teachers

Individual Teachers

District	42		117		187		434		2,261	
Rank		93		149		226		608		2,318

District	6		2,039		2,149		2,262		2,341	
Rank		877		2,137		2,229		2,307		2,343

Getting an effective teacher cannot be a "lottery ticket" for MCS youth even in our better schools

STRATEGY

Strategic Goals

Student Achievement

Accelerate the academic performance of all students.

Accountability

Establish a holistic accountability system that evaluates the academic, operation, and fiscal performance of the school district.

Parent & Community Engagement

Build and strengthen family and community partnerships to support the academic and character development of all students.

Healthy Youth Development

Create a school community that listens to student input and promotes student leadership and healthy youth development.

Safety & Discipline

Maintain a positive, safe, and respectful environment for all students.

Diversity

Create a school community that is sensitive and responsive to the needs of an increasingly diverse population

District Vision

A world-class education system that is rigorous for all students, where there is an **effective teacher in every classroom every day**, and 100% of our students graduate ready for college or career . . .

Further, we imagine that students graduating from MCS will accumulate wealth, lead Memphis City to being the business and cultural center of the region, and our graduates will be responsible for important innovations in science, technology, medicine, education, and business.

Core Beliefs and Commitments

- *We believe* in and *commit to ALL* children achieving at high global academic standards.

- *We believe* that school culture and staff have a profound impact on student achievement and *commit to* hiring and supporting quality teachers, principals, and staff.

- *We believe* in and *commit to* being a high-performing organization that establishes a culture of continuous improvement, transparency, and accountability at all levels.

- *We believe* that strong public support is essential for *ALL* students to excel and *commit to* developing productive and mutually beneficial family, district, and community partnerships.

- *We believe* that good health is critical to high performance and *commit to* improving the physical, mental, and emotional well-being of *ALL* students and staff.

- *We believe* that school safety is essential for a productive teaching and learning environment and *commit to* providing safe schools.

- *We believe* in and *commit to* respecting and embracing cultural, social, intellectual, and economic diversity and empowering *ALL* students and staff to reach their full potential.

Memphis City Schools

Cradle to Career:
Roadmap of Critical Benchmarks and Transition Years for MCS Students

Post Secondary Education/World of Work

Grade 4 – Has a Strong Adult Figure Attachment Other than Parent

Grade 9 – Engages in Community & School Organizations - Kuder Concentration

Grade 13 – Engages in Community and Campus Organizations & Develops Time & Stress Management Skills

Grade 8 – Develops 4-Year Graduation Plan, Establishes Goals, & Takes Explore Test

Grade 10 – Career Concentration (Plan Test)

Grade 12 – High School Graduation-Has Sufficient Financial Aid For College

Parent, Family, & Community Support

Has a Stable Relationship with a Strongly Involved Parent/Caregiver

Has a Parent/Caregiver who understands Developmental Milestones

Exhibits Learning-Related Skills; Self-Regulation, Social Competence, Self-Esteem, & Motivation

BIRTH | 1yo | 2yo | 3yo | 4yo | 5yo | 17yo | 19yo | College | Corporate America | Healthy Families

Academic

Transition to Desired Career

GRADES | Pre-K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16

Pre-K – 3 Continuum

KRI

ACT

College Graduation

Responds to Parent's/Caregiver's High-Quality Talking, Reading, and Singing

Uses exploration and discovery to understand surroundings

Begins to Develop letter knowledge and reading sensitivity

Participates in High-Quality Preschool

Participates in **Full** Day (vs. Half Day) Kindergarten

Grade 4 – Is at Reading Level

Grade 5 – develops algebraic thinking & reasoning

Grade 6 – Has a clear expectation of going to college and a desired career

Grade 8 – Masters Algebra I

Grade 10 – Passes at least five 9th grade courses with no failing grades

Grade 13 – Participates in First Year Seminars (Academic and Social)

Grade 12 – Masters Advanced Math, Language, Science, & Technology skills

Grade 15 – Enrolls in Junior Year of College Focus on Major

Grade 14 – Decide Major Area of Focus College or Job Industry

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THEORY OF ACTION: ALIGNED CURRICULUM & INSTRUCTION

MCS REFORM AGENDA

BIRTH TO FOUR YEAR OLD	**FOURTH – FIFTH GRADE**	**TENTH - TWELFTH GRADE**	**THIRTEEN - SIXTEEN**
Pre-K Express	Memphis Literacy Corps	IB Programme	University Corridor
Family Literacy	Stanford LA&W and Math	HS Redesign	Early College Programs
		AP Course Expansion	PM Schools
PRE-K – THIRD GRADE	**SIXTH – EIGHTH GRADE**	Dual Enrollment	
New Pre-K Classrooms	MS Social Network	MCS Prep Academies	
Pre-K Continuum	M²	Capstone Project	
Memphis Literacy Corps	Algebra Institute	Career & College Expo	
K-3 In the Loop	Read 180		
Stanford Math			
Destination Reading	**NINTH GRADE**		
Headsprout	Freshman Academies		
	Read 180		
	M²/Stanford Algebra		

SYSTEMIC

Teacher Effectiveness Initiative (TEI)	Extended Learning Time (ELT)	Urban Education Center
RTTT	Digital Science Labs	MCS Health Clinics
Core Curriculum Overhaul	Optional School Expansion	ThinkShow!
Master Scheduling	Excel & Grad Plan	Arts Fest
E-Learning	Parent Plan	Performance Management

MCS GAME CHANGERS
Content Mastery
Graduation Rate
College & Workforce Readiness

STUDENT
Must Commit to 10,000 Hours of Study for 10 Years

CITY OF MEMPHIS GAME CHANGERS
Poverty
Violence
Economic Segregation

= Key Transition Years

Four Key Strategies

1. Define and measure effective teaching

2. Increase rigor in hiring and retention

3. Improve teacher support and compensation

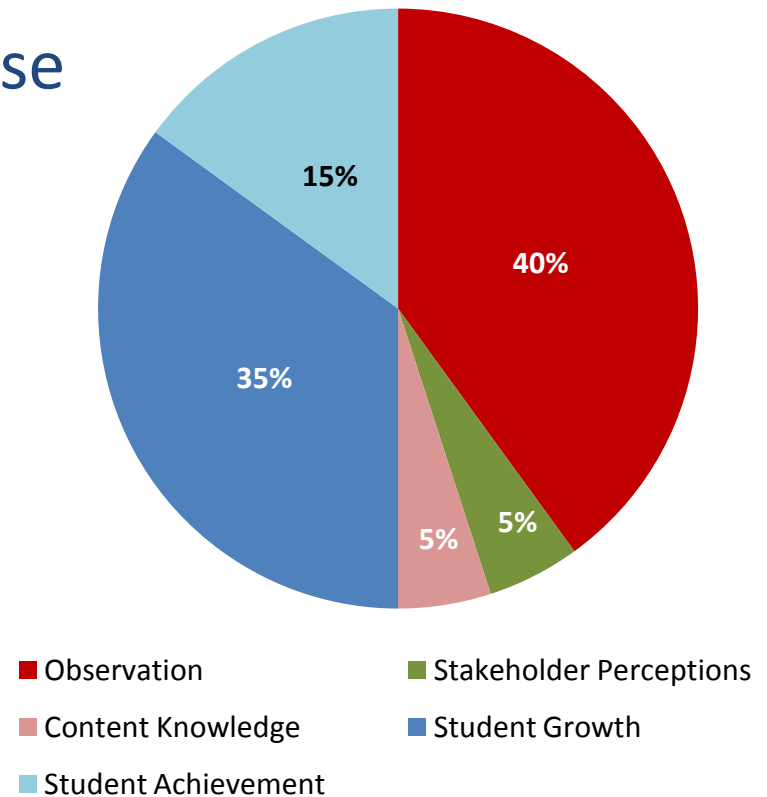4. Enhance school climate and culture

Define and measure effective teaching

Create new Teacher Effectiveness Measure (TEM) based on diverse criteria:

- Growth in Student Learning

- Observation of Practice

- Content and Pedagogical Knowledge

- Stakeholder Perceptions

Pie chart:
- 40% Observation (red)
- 35% Student Growth (blue)
- 15% Student Achievement (light blue)
- 5% Content Knowledge (pink)
- 5% Stakeholder Perceptions (green)

Legend:
- Observation
- Stakeholder Perceptions
- Content Knowledge
- Student Growth
- Student Achievement

TEACHER EFFECTIVENESS INITIATIVE

Define and measure effective teaching

Achievements

- **Won approval of TEM as alternate model for teacher evaluation**
- **Deployed TEM across the district**
- **Completed year 2 of MET**
- **All teachers completed 12 hours of online professional development on value-added data**

Challenges

- Only about 35% of teachers have value-added data of their own; the rest will use school-level aggregate scores
- The differences between achievement (point in time) data and value-added (growth against a standard) data require a new clarity of thinking
- Speed of implementation of observations (4x year for tenured teachers and 6x year for non-tenured teachers)

Define and measure effective teaching

Lessons we are learning

- Anxiety level is a function of the timing and pace of the evaluation process

- Communication – effective and timely – and training to develop human capital are keys to success

Increase rigor in hiring and retention

	April 2010	April 2011	August 2011
Candidates who started an MCS teaching application	3,000	5,400	7,600
Candidates who completed a teaching application	1,800	3,100	4,900
Candidates who met quality screening requirements	85	1,900	3,100
Candidates approved for new teacher hiring pool	21	1,100	1,800

- 100% of vacancies (N=1,100) identified before August 1st are staffed
- 73% of new teacher candidates in hiring pool received one of the two highest quality screening ratings from STARS

Increase rigor in hiring and retention

Achievements

- **Filled 100% of identified teacher vacancies prior to the start of classes**
- **Placement for all partner programs (TFA, MTR, MTF) was achieved**
- **Teacher tenure celebration event at the Botanic Garden**
- **New tenure law passed**

Challenges

- Strategic staffing and recruitment continue to be complex and vulnerable
- Policy and practice will be tested with the new tenure law
- Accuracy of data is a challenge with outdated systems for integrating personnel, fiscal, and performance indicators

Increase rigor in hiring and retention

Lessons we are learning

- Addressing effectiveness from the human capital and operations perspective requires systems thinking and systems change

- Policies that align teacher evaluation, tenure, and the new TEM system are urgently needed and are underway

3 Improve teacher support and compensation

- Provide support based on individual teacher need

- Increase career path opportunities based on skills and performance

- Compensate teachers based on skills and performance

- Strategically assign our most effective teachers according to need

- Recognize and reward high performing teachers

Improve teacher support and compensation

Current MCS Structure

MCS Total Teacher Salary-based Compensation Breakdown, 2011-2012

- Degree Contribution, $28.3MM , 7%
- Longevity Contribution, $77.4MM , 20%
- Base Salary, $280MM , 73%
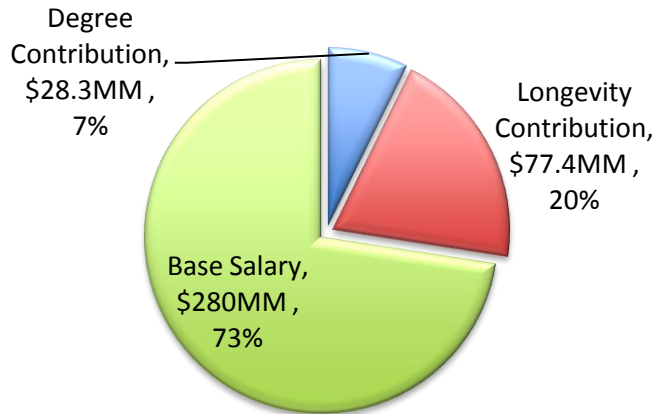
Reformed Philosophy

Productivity/Performance driven

- 15%
- 40%
- 35%
- 5% 5%

- ■ Observation
- ■ Stakeholder Perceptions
- ■ Content Knowledge
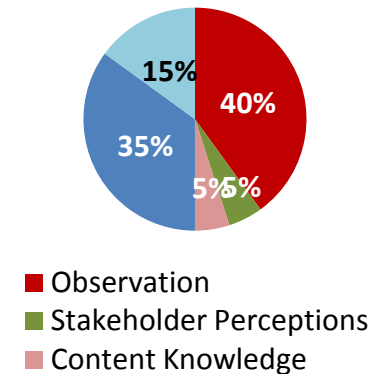
Additional career options
- – Master Teacher
- – Professional Teacher
- – Beginning Teacher
- – Administrative Track

Improve teacher support and compensation

Achievements

- **Nearly 800 teachers have participated in the reflective practice pilots**
- **First-ever Prestige Awards recognized 182 peer-selected teachers for their excellence**
- **Practitioners' Summit provided training for all ~6,995 teachers**
- **Compensation design work is being done in collaboration with local and national experts**

Challenges

- Taking support to scale for more than 7,000 teachers, principals, and other administrative staff
- Concerns about privacy issues from teachers who fear the use of cameras in the classroom
- Speed of implementation
- General climate of fiscal instability and uncertainty
- Context of school district consolidation

Improve teacher support and compensation

Lessons we are learning

- We can't, as one of our colleagues says, "fire our way to Finland" – support to improve is the key to a systematic effectiveness initiative and improving student outcomes

- Compensation reform in public education is a largely unprecedented effort

Enhance school climate and culture

- Improve principal leadership capacity
- Strengthen school culture to foster effective teaching and learning
- Develop new technology solutions to enable data-driven decision making
- Enhance student engagement in and ownership of the learning experience

Enhance school climate and culture

Achievements

- **Forty-six student envoys attended the National Youth Summit on Education and 1,800 in training**
- **Teacher evaluation tool was developed and deployed**

Challenges

- Integration of data streams from several indicators of school culture and climate
- Refocusing principals on instruction in their buildings

Enhance school climate and culture

Lessons we are learning

- Teachers are effective to the extent they can teach in settings and under circumstances that facilitate positive teaching and learning experiences for themselves and their students

- The Leadership Effectiveness Initiative (LEI) is a critical component to ensure the success of TEI

- Data systems need to be aligned with district needs and communicative with each other

RESULTS

Key Success Metrics

- **Improvements in student achievement, graduation rates, college-readiness**

- **Decrease in Achievement Gap**

- **Increase in number of highly effective teachers recruited, retained and developed**

- **Better compensation and support of Teachers**

- **More equitable distribution of highly effective teachers**

Race to the Top

- **Adopting rigorous standards that prepare students for success in college and the workforce**

- **Recruiting and retaining effective teachers, especially in classrooms where they are needed most**

- **Turning around low-performing schools**

- **Building data systems to track student achievement and teacher effectiveness**

Race to the Top Goals: Benchmarks and Progress

| Goal No.	Goal	Lagging indicator	Baseline 2009-10	Benchmark 2010-11	Benchmark 2011-12	Benchmark 2012-13	Benchmark 2013-14	Target 2014-15
1	Increase early grades reading proficiency	3rd grade proficiency - % proficient TCAP English/language arts	23	27 **(Actual = 25%)**	31 *505 students moved*	35	40	**44**
2	Increase middle grades math proficiency	7th grade proficiency - % proficient TCAP mathematics	11	16 **(Actual = 19%)**	21 *155 students moved*	27	32	**37**
3	Increase high school graduation	Longitudinal cohort graduation rate	62.1	64 **(Actual =70.8%)**	66 *Maintain and improve*	68	70	**72**
4	Increase postsecondary access and success	% recent high school graduates who enroll in postsecondary ed / % recent high school graduates who complete one year postsecondary ed	These goals will be set at a later date. More guidance from the TDOE will be forthcoming.					

Emerging Evidence

Link to www.mcsk12.net to see the District Data Dashboard

Link to http://www.mcsk12.net/aboutmcs_superintendent.asp to see the Superintendent's Evaluation Instrument

Link to http://www.mcstei.com/tem to see the Teacher Effectiveness Measure
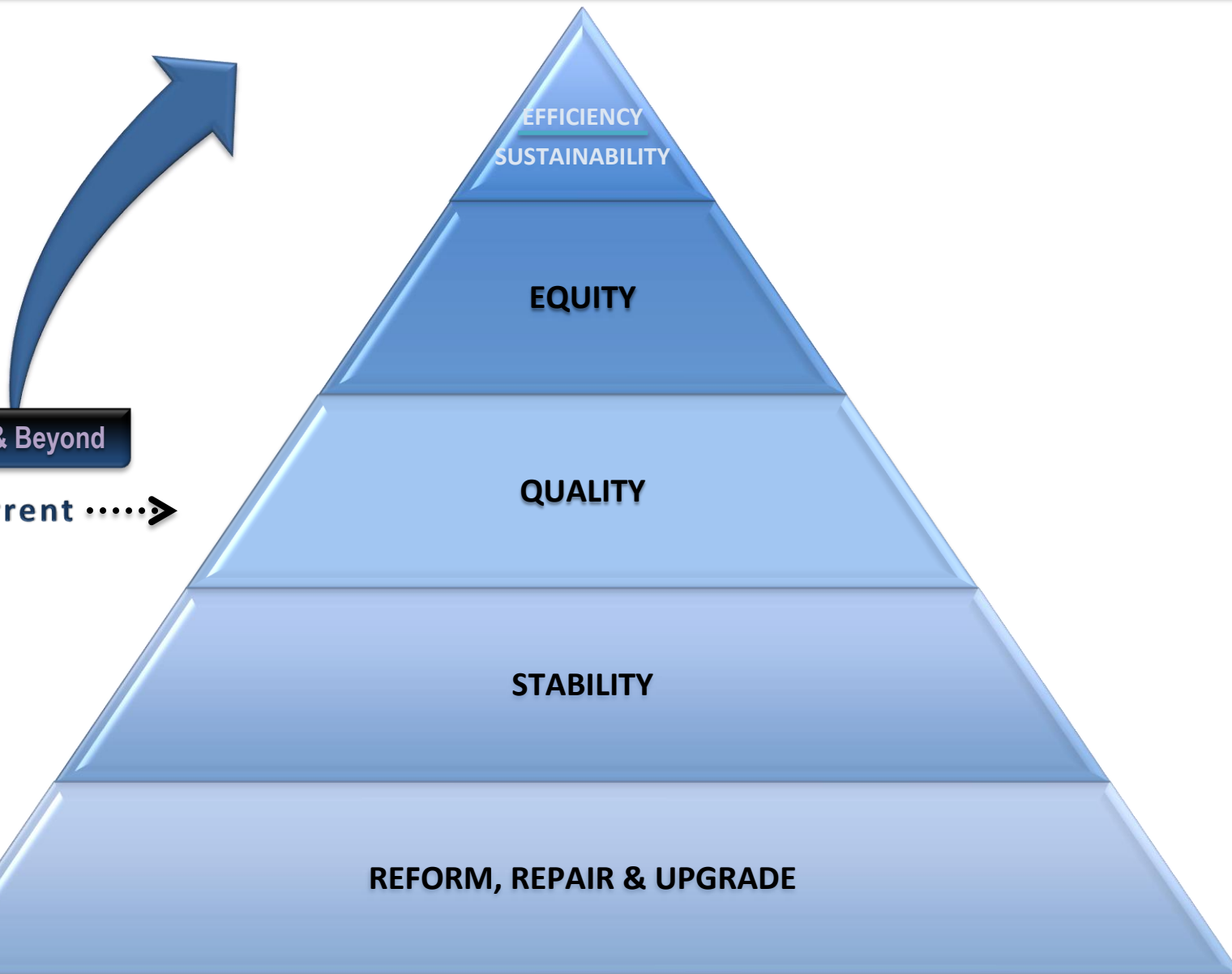
Dr. Kriner Cash
Memphis City Schools

Tequilla Banks
Memphis City Schools
BanksTA@mcsk12.net
(901) 416-0135

www.mcsk12.net/tei   **www.iteachiam.org**

Discussion